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EDUCATION, VALUES AND SOCIETY:
The Objectives of Education and the Nature and Development of Competence

JOHN RAVEN

This is a seminal book, not to be missed. Anyone genuinely concerned about education, values or society should get it, read it, and acknowledge that his educational bluff has been called. He will realise that Mr Raven has probably conducted the most exhaustive studies ever undertaken in these islands of the objectives of education; realise, also, that the author has presented not only numerous researches but the implications of his findings for change in educational policy.

This blockbuster of a volume is all good stuff, readable, challenging and fully documented.

Elizabeth Adams, Higher Education Review.

The most important book ever written on education.

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This book has two main objectives which, because they are so interrelated, are pursued in an epiclyclic rather than a linear fashion.

The first objective is to provide the most thorough evaluation of our educational system that has ever been attempted. In pursuit of this objective, Mr Raven has presented data which enables him to clarify the goals of education and assess the adequacy with which they are being attained. He will realise that his educational bluff has been called and that methods of fostering competence must be developed allowing pupils to practice and tests of theories, instead of replicating old ones, to consider side effects of what they are doing, to make real discoveries, not contrived ones.

John Pratt, Journal of the National Association of Inspectors and Advisers.

FROM REVIEWS

The dust sheet of the book records that its first aim is to provide "the most thorough evaluation of our educational system that has ever been attempted". For once, this is not just P.R. The dust sheet understates; it is not only the most thorough examination, it is also the most searching. The results are a swinging indictment of present practice; but Raven also concludes that "there is ample theory and experience available as a basis on which to build a wider range of experimental programmes designed to foster the competencies believed to be the most important..."

...a massive tome, packed with information and ideas. Reviewing it is a bit like summarising Proust in 30 seconds. But it is undoubtedly the one book, apart from the Bible and Shakespeare, that anyone connected with education ought to take with them on a desert island.

Raven concludes by proposing a series of possible innovations in education and outlining appropriate assessment procedures. He argues that the most badly needed change is in the examination system; syllabuses and exams should concentrate on competence rather than content. He argues that teachers must adopt new roles, using their professional educational (rather than subject) expertise...

He asserts that learning must become experience based, that pupils must be helped to clarify their values and objectives in education, and that methods of fostering competence must be developed allowing pupils to practice and develop the components of competence through learning experiences... geared to goals important to them... Raven goes on to outline how changes could be introduced within specific subjects in the orthodox curriculum. In science for example, pupils may be encouraged to invent tests of theories, instead of replicating old ones, to consider side effects of what they are doing, to make real discoveries, not contrived ones.

John Pratt, Journal of the National Association of Inspectors and Advisers.

FROM THE DUST JACKET

The material on the social and personal benefits of education will be of interest to anyone concerned with the development and utilisation of human resources and human capital. As such, the book will be of value to anyone concerned with staff-development and utilisation in the workplace as well as to economists. The book is of the greatest importance to politicians in both central and local government who are anxious to base educational policy on a firmer foundation.

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